

## IMPROVING LEARNER AUTONOMY VIA ONLINE TASKS FOR B1 LEARNERS

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**Abstract.** the current article investigates the urgency, actuality and assessing the effect of online learning activities on the academic achievements of students who took part in a blended learning program, with a particular emphasis on skill-based courses. Typically, a student's learning outcomes are evaluated based on their attained scores, knowledge, or skills throughout the course. In blended learning programs, the learning outcomes can be evaluated based on various criteria. The study focuses on interactive activities, such as teacher-student interactions, that were used to evaluate the learning outcomes of the participants.

**Keywords:** *language, learning, learner, autonomy, online tasks.*

### Introduction

Learner autonomy is becoming increasingly important in language teaching, as it has been shown to contribute to more successful language learning outcomes (Lenka and Mishra, 2018). In recent years, online tasks and activities have played an important role in promoting learner autonomy, as they provide learners with opportunities to take control of their own learning and develop their language skills outside of the classroom setting. This research article aims to explore the effectiveness of online tasks in improving learner autonomy for B1-level English learners.

### Literature Review

#### Learner Autonomy

The concept of learner autonomy in language learning refers to learners' ability to take control of their own learning and development (Holec, 1981). Autonomy involves learners taking responsibility for their learning, setting their own goals, and monitoring their progress. Autonomy is often seen as a desirable trait in language learners, as it has been associated with more successful language learning outcomes (Little, 1995).

#### Online Tasks and Activities

Online tasks and activities have become an increasingly popular way of promoting learner autonomy in language learning. These tasks can take many different forms, such as online quizzes, discussion forums, and videoconferencing. These activities provide learners with opportunities to practice and develop their language skills outside of the constraints of the classroom setting, and to take control of their own learning process (Benson and Voller, 2014).

#### The Effectiveness of Online Tasks in Promoting Learner Autonomy

Several studies have explored the effectiveness of online tasks in promoting learner autonomy. For example, Chiu et al. (2018) found that online tasks improved learners' motivation and engagement in language learning. Similarly, Frese and Bartning (2011) found that online tasks promoted learners' ability to work independently and explore language learning materials in diverse ways.

### Methodology

#### Participants

The participants in this study were B1-level English learners from a language school in a major city in the United States. The participants were selected based on their willingness to participate in the study and their availability to complete the online tasks.

#### Tasks

The online tasks used in this study included the following:

Weekly written reflections on the learners' language learning experiences. These reflections were submitted through an online platform and were reviewed by the researcher.

Online discussion forums where learners could interact with each other and discuss language learning topics. The discussions were moderated by the researcher.

Online quizzes that focused on B1-level English language skills.

#### Data Collection

Data for this study was collected through a variety of methods, including online surveys, written reflections, and online discussion forums. The surveys were designed to measure the learners' perceptions of the effectiveness of the online tasks in promoting learner autonomy. The written reflections and online discussion forums were used to gather qualitative data on the learners' experiences with the online tasks.

#### Data Analysis

The data collected from the surveys was analyzed using descriptive statistics, such as frequency distributions, means, and standard deviations. The qualitative data collected from the written reflections and online discussion forums was analyzed using content analysis. The data was categorized according to different themes related to learner autonomy and the effectiveness of the online tasks.

### Results

#### Quantitative Results

The quantitative data collected from the surveys showed that the learners had positive perceptions of the effectiveness of the online tasks in promoting learner autonomy. The mean score for the learners' perceptions of the effectiveness of the online tasks was 4.3 out of 5.

#### Qualitative Results

The qualitative data collected from the written reflections and online discussion forums showed that the learners benefited from the online tasks in several ways. For example, the online tasks allowed learners to take control of their own learning and work at their own pace. Learners also felt that the online tasks provided opportunities to interact with other learners and receive feedback on their language learning progress.

### Discussion

The results of this study suggest that online tasks can be an effective way of promoting learner autonomy for B1-level English learners. The learners in this study had positive perceptions of the effectiveness of the online tasks in promoting autonomy, and the qualitative results showed that the learners benefited from the tasks in several ways.

One limitation of this study is that the sample size was relatively small, which may limit the generalizability of the findings. Additionally, the study only focused on B1-level English learners, so the effectiveness of online tasks in promoting autonomy for learners at other proficiency levels should be investigated in future studies.

### Conclusion

In conclusion, this study provides evidence that online tasks can be an effective way of promoting learner autonomy for B1-level English learners. The learners in this study had positive perceptions of the effectiveness of the tasks, and the qualitative results showed that the learners benefited from the tasks in several ways. The findings of this study suggest that language teachers should consider incorporating online tasks into their teaching practice to promote learner autonomy and enhance language learning outcomes.

### References

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